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IDENTIFIERS Chess (Stella); Thomas (Alexander)

ABSTRACT

This collection of essays, in honor of child psychiatry pioneers Stella Chess and Alexander Thomas, focuses on their idea that important life outcomes are the product of ongoing interactions between a child's behavioral style and the complimentarity or lack of fit of the parenting environment. Following an introduction, the remaining chapters are: (1) "Biographical Sketch of Alexander Thomas and Stella Chess" (Hassibi); (2) "Temperament: Changing Concepts and Implications" (Rutter); (3) "Inhibited and Uninhibited Temperaments" (Kagan); (4) "Temperament Risk Factors for Type A Behavior Pattern in Adolescents" (Strelau and Eliasz); (5) "Temperament, Siblings, and the Development of Relationships" (Dunn); (6) "Is Temperament an Important Contributor to Schooling Outcomes in Elementary School?" (Martin and others); (7) "Temperament Research and Practical Implications for Clinicians" (Maziade); (8) "Variations, Deviations, Risks, and Uncertainties in Human Development" (Clarke and Clarke); (9) "Conditions of Risk for Maldevelopment: Prematurity" (Hertzig); (10) "Chronic Illness as a Psychological Risk Factor in Children" (Lewis); (11) "Temperament and the Developmental Niche" (Super and Harkness); (12) "Kids in Context: Temperament in Cross-Cultural Perspective" (deVries); (13) "Temperament and Cultural Diversity" (Gordon); (14) "Variations in Cultural Influences in Hawaii" (Gerhard and others); (15) "Explorations of the Goodness-of-Fit Model in Early Adolescence" (Lerner and Lerner); (16) "Genetics and Individual Differences: How Chess and Thomas Shaped Developmental Thought" (Scarr); (17) "Interface of Nature and Nurture in the Family" (Plomin); (18) "Assessment of Individual Differences in the Temperament of Children: Evaluation of Interactions" (McDevitt); (19) "Specific Prevention and Intervention Strategies Used To Accommodate Individual Needs of Newborn Infants" (Medoff-Cooper); (20) "Specific Uses of Temperament Data in Pediatric Behavioral Interventions" (Carey); (21) "Developing Temperament Guidance Programs within Pediatric Practice" (Cameron and others); (22) "Seeing the Child in Child Care: Day Care, Individual Differences, and Social Policy" (Zigler and Hall); (23) "Temperament

and Teachers' Views of Teachability" (Keough); (24) "The Temperament Program: Community-Based Prevention of Behavior Disorders in Children" (Smith); (25) "Parent Support Groups" (Anderson); (26) "Advocacy for the Health of the Public" (Eisenberg); and (27) "Summary and Conclusions: A Promising Opportunity for Better Prevention and Intervention" (Carey). Each chapter contains a reference list. (MDM)

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